Mallow Community National School
Kingsfort Avenue, Castlepark, Mallow, Co. Cork
Phone: 022 - 55314
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Code of Behaviour

The aims of the Code of Behaviour of Mallow Community National School are:

- To provide a suitable environment for learning and teaching
- To help to create a happy, secure and nurturing environment for pupils, teachers and all who work in the school.
- To provide guidance for pupils, teachers and parents on behavioural expectations.
- To provide for the effective and safe operation of the school.
- To develop pupils' self-esteem and to promote positive behaviour.
- To foster the development of a sense of responsibility and self-discipline in pupils based on respect, consideration and tolerance of others.
- To facilitate the education and development of every child.
- To foster caring attitudes to one another and to the environment.

Implementation

Every member of our school community has a role to play in the implementation of the code of behaviour – parents, pupils and all staff members. Teachers, SNAs and parents will lead by example and by treating each other and the children with respect and understanding. It is of the utmost importance that all partners in the education process are consistent, fair and vigilant. Rules will be kept to a minimum. Emphasis is placed on positive behaviour and affirmation of doing the right thing. Staff at Mallow C.N.S. will endeavour at all times to ensure that discipline is applied in a fair and consistent manner. Due regard will be given within reason to the age of the pupils and to individual difference. Good behaviour will be encouraged and rewarded. Where difficulties arise, parents will be contacted at an early stage and help from outside agencies will be sought where necessary.

General guidelines for positive behaviour in Mallow CNS

- Pupils are expected to treat all adults and fellow pupils with respect and courtesy at all times.
- Behaviour that interferes with the rights of others to learn and to feel safe is unacceptable.
- Pupils are expected to show respect for all school property and to keep the school environment clean and litter free.
- Pupils are expected to take pride in their appearance, to wear their school uniform each day, to have all books and required materials with them and to be in the right place at the right time.
- Pupils are expected to obey teacher's instructions, to work to the best of their ability and to do their homework neatly.

- Pupils are expected to attend every day unless there is a genuine reason for absence, in which case the school must be informed in writing, stating the reason for absence.

Board of Management's responsibilities

- Provide a comfortable, safe environment.
- Support the principal and staff in implementing the code.
- Help to uphold the school ethos of mutual respect.
- Ratify the code of behaviour

Principal's responsibilities

- Make the code available to all members of the school community
- Promote a positive climate in the school
- Support the staff in the implementation of the code of behaviour
- Help to develop and uphold the school's ethos of mutual respect, kindness understanding, empathy and inclusion
- Affirm positive behaviour and give clear guidelines on acceptable behaviour
- Ensure that the code of behaviour is implemented in a fair and consistent manner
- Arrange for review of the code, as required

Teachers' responsibilities

- Implement the school's Code of Behaviour within common areas of the school and within their own class.
- Discuss the Code with their class in an age appropriate manner at the beginning of the school year.
- Teach the school rules through the SPHE programme.
- Develop classroom rules with pupils through the SPHE programme and display them in the classroom.
- Promote positive behaviour, through example, honesty and courtesy.
- Promote self-discipline and positive behaviour through effective teaching and well managed classrooms.
- Use a variety of classroom management techniques and curricular methodologies to sustain pupil interest and motivation and maximise positive behaviour.
- Ensure there is an appropriate level of supervision at all times.
- Implement the reward/sanction scheme in a fair and consistent manner.
- Ensure that all misbehaviour is being investigated using fair procedures.
- Keep a written record on Aladdin of all incidents of continued, serious or gross misconduct.

- Inform pupils when instances of misbehaviour on their part are being recorded.
- Report matters of concern to the Principal.
- Communicate with parents when necessary and provide reports on matters of mutual concern.

Pupils' responsibilities

- Know, understand and respect the school's code of behaviour
- Attend school regularly and punctually.
- Listen to their teachers and act on instructions/advice.
- Show respect, kindness and empathy for all members of the school community.
- Respect all school property and the property of other pupils.
- Avoid behaving in any way which would endanger others.
- Avoid all nasty remarks, swearing and name-calling.
- Include other pupils in games and activities.
- Bring correct materials/books to school.
- Follow school and class rules.
- Give to parents any written communications from the school
- Give to the teacher any written communication from the parents

Parents/guardians' responsibilities

- Help their children to know, understand and respect the school's code of behaviour
- Encourage children to have a sense of respect for themselves and for property.
- Ensure that children attend regularly and punctually.
- Take an active interest in, support and encourage their children's school work.
- Be supportive of the staff in their work with their child, working in a spirit of partnership with the school with the best interest of their child and the common good of the school at heart.
- Be familiar with the code of behaviour and support its implementation.
- Cooperate with teachers in instances where their child's behaviour is causing difficulties for others.
- Communicate with the school in relation to any problems which may affect a child's progress/behaviour.

Behaviour during school outings and activities

Each child is expected to:

- Follow the school rules.
- Remain with the teacher/supervisors and group of pupils at all times.

- Behave in a polite and mannerly way at all times.
- Line up and enter/leave the bus, school or venue in an orderly and safe manner.
- Remain seated with seatbelt closed for the entirety of all bus journeys.

Bullying

The most common forms of bullying are aggressive physical contact, name-calling, intimidation, extortion, isolation, taunting and cyber bullying. Bullying will not be tolerated in Mallow C.N.S. and parents will be expected to cooperate with the school at all times in dealing with instances of bullying in accordance with the school's Anti-Bullying Policy.

The school takes particular care to intervene early in responding to the needs, fears or anxieties of individual members in a sensitive manner. Issues in relation to bullying are explored continually during SPHE lessons and using Circle Time, Drama, Walk Tall etc.

Should a parent/guardian have any concerns which need to be discussed with a teacher, all staff members are more than willing to facilitate a meeting, made through the proper channels i.e. a phone call to the office, or a note to the class teacher to arrange a convenient time for both parties. The first person to be informed should be the class teacher.

This arrangement ensures that all concerns are dealt with in a dignified, meaningful manner, without infringing on valuable teaching time. Isolated incidents of aggressive behaviour, while not to be condoned, cannot be described as bullying. Incidents of bullying will be dealt with in the same manner as breaches of discipline – already outlined in our Code of Behaviour.

In the case where a parent reports a bullying incident, the school reserves the right to inform the relevant parties of the identity of the person making the complaint, when this is deemed necessary

Affirming positive behaviour

Here in Mallow Community National School we try at all times to place greatest emphasis on positive reinforcement of good behaviour. We believe that this leads to better self-discipline and we place a greater emphasis on rewards and incentives rather than on sanctions.

Strategies/incentives

- A quiet word or gesture to show approval.
- A comment on a child's exercise book or work.

- A visit to another class or principal for commendation.
- Praise in front of the class group.
- Praise at assembly in front of the school group.
- Individual class merit awards, points awards or award stamps.
- Golden time each Friday to children who are trying to do the right thing.
- Delegating some special responsibility or privilege.
- Written or verbal communication with parents.
- For incidents of bullying, the strategies outlined in www.antibullyingcampaign.ie will be used to help children to talk about their concerns and examine their own behaviours towards classmates. It provides a safe environment for children to discuss bullying and includes step-by-step instructions for the teacher. Any written material related to this intervention programme will be securely stored in the school.

School Rules

Mallow Community National School is committed to inclusion, fairness and equality. In order for our school to function effectively and well, we believe that it is important that everyone abides by our school rules. We believe that this will help each child to be happy and secure in school. We believe that the school rules and school philosophy give each child the opportunity to develop socially and academically. These rules develop good social and academic habits which will stand to the children throughout their lives.

- Courtesy, respect and good manners should be shown at all times.
- Each member of the school community should be treated fairly, honestly and with dignity.
- Bullying of any member of the school community is never acceptable in Mallow Community National School.
- Children should arrive in school on time each morning and should be collected on time each afternoon.
- Children should wear their full school uniform each day.
- Children should have all their school requisites with them each day on coming to school.
- Children come to school each day without makeup or jewellery, with the exception of a watch and one pair of stud ear-rings worn in the ear-lobe.
- Children relate to teachers and other children in a kind and mannerly way and that co-operation and respect are paramount to good relations at all times.
- Each child should feel happy and secure in school without feeling intimidated or bullied.

Positive parental input is paramount in ensuring that the children respect and abide by our values and school rules. We look forward to your full cooperation in these matters.

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Unacceptable Behaviour

Three levels of misbehaviour are recognised: level 1 - minor, level 2 - serious and level 3 - gross. All everyday instances of a minor nature are dealt with by the class teacher, or the supervising teacher at break-times. In cases of repeated serious misbehaviour or single instances of gross misbehaviour parents/guardians will be involved at an early stage and invited to meet the teacher and/or the principal to discuss their child's behaviour.

Examples of Level 1 Behaviours include*(minor misbehaviours):*

- Disturbing the work or play of others
- Not following instructions.
- Inappropriate responses to staff correction e.g. ignoring, back answering etc.
- Disregard for school property

Examples of supportive interventions and sanctions for Level 1 behaviours:

- Discussion with pupil and agreement on a more appropriate way to act in future.
- Reinforcement of alternative positive behaviour
- Verbal reprimand/reminder
- Temporary separation from peers, friends or others
- Complete schoolwork in another area in the school
- Loss of privileges
- Parent contact – note home
- Parent contact - telephone call

Examples of Level 2 Behaviours include*(serious misbehaviours):*

- Repeated instances of Level 1 behaviour which has not improved with intervention
- Behaviour that is dangerous or hurtful to self or others (for example, but not limited to cyberbullying, bullying, discrimination and victimisation)
- Behaviour that interferes intentionally with teaching and learning
- Threats or physical hurt to another person
- Intentional damage to property of the school or others
- Theft
- Possession or use of dangerous equipment or items in school
- Leaving school/school activities without permission.
- Throwing items in an aggressive way.

Examples of supportive interventions and sanctions for Level 2 behaviours:

- Child fills in behaviour sheet to record, reflect on and identify better choices for their behaviour to be signed by parent/guardian
- Deputy Principal discusses behaviour with pupil
- Principal discusses behaviour with pupil
- In-school behaviour tracker
- In school supervised detention i.e. kept in from yard
- Meeting with parents
- Behaviour tracker sent home to parents
- Use of the individual behavioural plan procedure
- In school supervised suspension
- Parent called to collect early
- Formal notification of parents with written documentation
- Where there are repeated instances of serious misbehaviour suspension may be considered

Examples of Level 3 Behaviours include*(gross misbehaviours):*

- Repeated instances of Level 2 behaviour which has not improved with intervention
- Assault on a teacher or pupil
- Serious theft
- Serious damage to property
- Bullying
- Alcohol, Tobacco and Drug Related Incidents (Carrying drugs, alcohol, cigarettes) Refer to Substance Use Policy

Examples of supportive interventions and sanctions for Level 3 behaviours:

- Removal from class and referral to principal
- Sent home early (informal suspension) with parent/guardian
- Inform BOM
- Report to Gardaí
- In instances of gross misbehaviour, the school may invoke its right to suspend and/or expel

Sanctions

The purpose of a sanction is to bring about a change in behaviour by:

- helping students to learn that their behaviour is unacceptable
- helping them to recognise the effect of their actions and behaviour on others

- helping students (in ways appropriate to their age and development) to understand that they have choices about their own behaviour and that all choices have consequences
- helping them to learn to take responsibility for their behaviour.
- reinforcing the boundaries set out in the code of behaviour

In instances of more serious breaches of school standards, sanctions may be needed to:

- prevent serious disruption of teaching and learning
- keep the student, or other students or adults, safe.

Sanctions will relate as closely as possible to the behaviour. Additional examples of sanctions include:

1. Praising the positive behaviours of other pupils in the class. Teacher operating from an area in close proximity to the pupil that is misbehaving.
2. Non-verbal warning e.g. making pupil aware that you can see their behaviour.
3. Verbal reprimand including advice on how to improve behaviour
4. Losses of privileges e.g. play time, playground, golden time etc.
5. Restorative Practice reflection worksheets
6. Temporary removal to another class. Child is given work to continue with, in another classroom.
7. Referral to the principal.
8. Principal communicates with parents.
9. Exclusion (Suspension or Expulsion) from school (in accordance with Rule 130 of the Rules for National Schools as amended by circular and Education Welfare Act 2000).

Individual Behaviour Plans

If a child is not responding positively to class supports in relation to his/her behaviour, the teacher will begin the process of drawing up a behaviour improvement plan. Behaviour plans will be drawn up on a case by case basis. This plan is usually worked out with the parent/guardian so that the teacher can get a greater understanding of the rewards/sanctions that may work best for each child.

- If the poor behaviour continues, the teacher will meet with the child's parents/guardian again
- If there is no improvement following the second parent/teacher meeting and if the child is still behaving inappropriately, the parent/guardian will be called to meet with the principal where the situation will be discussed in detail. Guidelines will be drawn up for future behaviour in the school and playground.
- The school reserves the right to arrange a meeting with the parents/guardians of a child at any time, should the child's behaviour be deemed to be unacceptable.

- If a parent refuses to meet with a class teacher the matter will be referred to the principal. Any refusal to meet with the principal will automatically be referred to the Chairperson of the Board of Management and will be regarded as a serious breach of cooperation in our school behaviour policy.
- If the Chairperson deems that despite intervention, behaviour has not improved, then the child's school placement may need to be considered.

Suspension and Expulsion

Before serious sanctions such as suspension or expulsion are used, the normal channels of communication between school and parents/guardians will be utilised.

Suspension

For gross misbehaviour or repeated instances of serious misbehaviour suspension may be considered. Parents/Guardians concerned will be invited to come to the school to discuss their child's case.

Where there are repeated instances of serious misbehaviour

1. the chairperson of the board of management will be informed
2. the parents/guardians will be requested in writing to attend at the school to meet the principal and the Chairperson of the Board of Management
3. If the parents/guardians do not give an undertaking to support the school in trying to bring about modification in the child's behaviour, the pupil may be suspended for a period.

Prior to suspension, where possible, the principal may review the case in consultation with teachers and other members of the school community involved, with due regard to records of previous misbehaviours, their pattern and context, sanctions and other interventions used and their outcomes and any relevant medical information. Suspension will be in accordance with the Rules for National Schools and the Education Welfare Act 2000.

In the case of gross misbehaviour, where it is necessary to ensure that order and discipline are maintained and to secure the safety of the pupils, the board may authorise the chairperson or principal to sanction an immediate suspension for a period not exceeding three school days, pending a discussion of the matter with the parents.

Expulsion

Expulsion may be considered in an extreme case, in accordance with the Rules for National Schools and the Education Welfare Act 2000. Before suspending or expelling a pupil, the

board/chairperson of the board shall notify the local education welfare officer in writing, in accordance with section 24 of the Education Welfare Act.

Removal of suspension (Reinstatement)

Before a child who has been suspended is readmitted to the school, the parent/s or guardian and the child will meet with the principal. The purpose of this meeting will be to obtain from the parents an assurance that they will play their part in bringing about the necessary behaviour modification in the child. The meeting will also give the principal the opportunity to ascertain that the reinstatement of the child in the school will not constitute a risk to the pupil's own safety or that of the other pupils or staff. The principal will facilitate the preparation of a behaviour plan for the pupil if required and will re-admit the pupil formally to the class.

Before/after school

Parents are reminded that the staff of the school does not accept responsibility for pupils before the official opening time of 9a.m. or after the official closing time of 1.40 p.m. (infants) 2.40 p.m. (other classes) except where pupils are engaged in an extra-curricular activity organised by the school and approved by the board of management. Pupils involved in such activities are expected to behave in accordance with the school's code of behaviour.

Children with Special Educational Needs(SEN)

All children are required to comply with the code of behaviour. However, the school recognises that children with SEN may require assistance in understanding certain rules. Specialised behaviour plans will be put in place in consultation with parents/guardians and the class teacher, learning support/resource teacher, and/or principal. The school will work closely with parents/guardians to ensure that optimal support is given. Cognitive development will be taken into account at all times. Professional advice from psychological assessments will be invaluable.

Children may be taught strategies to assist a pupil with SEN to adhere to the rules and thus provide peer support. This will be done in a supportive and safe way, acknowledging and respecting the difference in all individuals.

Communicating with Parents

Communicating with parents/guardians is central to maintaining a positive approach to dealing with children. Parents/Guardians and teachers should develop a joint strategy to

address specific difficulties, in addition to sharing a broader philosophy which can be implemented at home and in school.

A high level of co-operation and open communication is seen as an important factor encouraging positive behaviour in the school. Structures and channels designed to maintain a high level of communication among staff and between staff, pupils and parents/guardians have been established and are being reviewed regularly.

Parents/Guardians are encouraged to talk in confidence to teachers about any significant developments in a child's life (in the past or present), which may affect the child's behaviour. The following methods of communication are to be used within the school:

- Informal/formal parent/teacher meetings
- Through the school app
- Through children's homework sheet
- Letters/notes from school to home and from home to school
- School notice board
- School website/emails
- Text messages
- Phone calls

Community National Schools place a huge emphasis on parental involvement. Teachers are encouraged to develop a very positive/open relationship with parents/guardians and to enable them to help their child as much as possible. Mallow CNS adheres to this philosophy and we hope that this will have a positive effect on pupil behaviour in the school.

Signed: _____ **Signed:** _____

Liam Ahern
Chairperson of the Board of Management

Áine O Connor
Principal

Date reviewed: 13.10.26

Signed hardcopy kept on file in the school office